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ABSTRACT

In an effort to improve the transfer rates of minority students from community colleges to baccalaureate granting institutions, the Illinois state legislature allocated funds to establish transfer centers at community colleges that would take a pro-active approach to reaching minority students with information about transfer. One of 26 centers currently funded, the Truman College Transfer Center (TCTC) has an annual budget of approximately $90,000 and employs one full-time and four part-time people. The Center's four main objectives are to maintain a resource center with current information and the materials needed to assist students in the transfer process; develop a marketing strategy to inform and encourage traditionally under-represented populations to consider transferring; develop a data collection process to track student usage of TCTC services and to develop research on transfer students prior to and after transfer; and plan a minimum of 6 college fairs and at least 40 individual recruitment visits by university representatives per academic year. TCTC usage has increased dramatically since fall 1990, with the number of Truman College students who indicated an intent to transfer increasing from 29% in 1990 to 35% in 1992. In addition, while making up 48.7% of the regular credit enrollment, the three targeted minorities, African American, Hispanic, and Native American, comprised 51% of service recipients in 1992. Appendixes include a sample transfer checklist for students and a newsletter detailing grade point averages and savings incurred by studying first at Truman College for the 247 students who transferred in fall 1992. (MAB)

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Student Services that Promote Transfer: The Transfer Center.

R. Valencia

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Truman College
Transfer Center

Paper presented at the Annual Transfer Assembly of the Center for the Study of Community Colleges (4th, Chicago, IL, June 3-4, 1993).

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Truman College
Transfer Center

Fourth Annual Transfer Assembly
June 4, 1993

Student Services that Promote Transfer: *The Transfer Center*
R. Valencia, Director Truman Transfer Center

Background:

The minority communities in Illinois were pressuring the state legislature and institutions of higher education for solutions to the low baccalaureate degree attainment rates of African-American, Hispanic and Native American persons in Illinois. Given the fact that almost 55% of all minorities in higher education were clustered at the community colleges and that only a small percentage of them transferred to baccalaureate institutions, the state legislature allocated funds to establish Transfer Centers at community colleges that would take a pro-active approach to reaching minority students with information about transfer as an academic goal.

There are currently 26 Transfer Centers funded throughout the state and each serves slightly different populations and have developed operating plans that reflect their community college. We will be focusing on Truman College today.

The Transfer Center

This grant funded program (The Illinois Board of Higher Education) is midway through its fourth year. It has an annual budget of approximately $90,000.00 and employs one full-time and four part-time people.

Objectives

The Truman Transfer Center has established the following objectives:

a) Maintain a resource center with current information and materials (catalogs, applications, brochures, course articulation agreements) required to assist students in the transfer process from Truman to Illinois baccalaureate degree institutions.

b) Develop a pro-active marketing strategy to inform and encourage traditionally under-represented populations (African-American, Hispanic, Native American) to consider transfer to baccalaureate degree granting institutions.

c) Develop a data collection process to track student usage of its services and to develop research on transfer students prior to and after transfer.

d) Plan and coordinate a minimum of six college fairs per academic year and at least 40 individual recruitment visits by university representatives per academic year.

Student usage criteria:

The Transfer Center is open to all students enrolled in Truman credit programs but additional efforts are made to market our services to previously identified target populations. The Transfer Center will provide information to any person (student, staff, visitor) who requests it.

Transfer Center Advisory Board:

The Advisory Board meets once a semester to review our strategic plan, marketing strategy and materials, and the transfer data accumulated to date. Membership includes college administrators, faculty, department chairpersons, and representatives from six baccalaureate degree institutions.

Transfer Center Services

What do we do? First of all we are a resource center, we are not counselors or advisors. We do not help students pick out their course work or suggest the best school for them to transfer to. We accumulate and maintain up-to-date information on course articulation, program transferability, admissions applications, transfer scholarship materials, support services brochures geared to minorities, and any other relevant materials published by all Illinois baccalaureate institutions.

We have the latest Peterson and Lovejoy guides listing universities nationwide. When a student walks in they can review the college catalog of any Illinois institution. If they have indicated one or two schools of interest they are given all relevant materials in our files. No student walks out of our office empty handed. Before they leave they are urged to schedule an appointment with one of our counselors. Since the Transfer Center and Counseling Departments are housed in corresponding office

areas with a common waiting room, referrals are easily made.

We are also a resource to the counseling staff. Any incoming university materials on application deadlines, course articulation/transferability is routed through our office and distributed to the counselors.

We schedule all university recruitment visits on campus and college fairs. The recruitment schedule is an intense one during the Fall and Spring semester. We offer three types of college visits each semester:

A) Universities will sit at table in our lobby and meet with students on a walk up basis.

B) Selected universities will meet with students in our office for an appointment only, fifteen minute, transcript evaluation and possible financial aid evaluation.

C) Three college fairs are held (two daytime/one evening) with ten different schools at each so that students can comparison shop the program offerings.

A monthly calendar is published that includes the dates of all our events. This calendar is widely distributed on campus. We also publish a newsletter that contains items of interest about transfer. The newsletter is distributed on campus but a special mailing is often made to the targeted populations to be served by the grant.

In order to maintain high visibility, our office also co-sponsors various cultural activities with minority student clubs on campus. We have co-sponsored a Latino Film Festival during Hispanic Heritage month, we invited speakers from the Chicago area Black MBA association to speak during African American History Month. It is through those non-transfer activities that we have reached out to the Truman student body. We have also made classroom presentations about our department for a wide range of academic areas.

We have worked closely with a cross-section of universities to develop a standard course articulation guide that we can insert into our semester course schedule so that students are aware of the transferability of their coursework and to encourage enrollment in the general education curriculum before transferring to a baccalaureate degree institution.

Our office tries to develop research on our students so that we can use it as both a marketing device and a motivational tool. Many Truman students are unsure of their future and require all the support and guidance that we can provide. By showing those students that transfer is a viable option and that it has been accomplished by their classmates, we hope that they will attempt the same path.

Transfer Center Usage:

Since its creation in 1990, the Transfer Center has consistently and dramatically increased the number of students (unduplicated) it served each successive year.

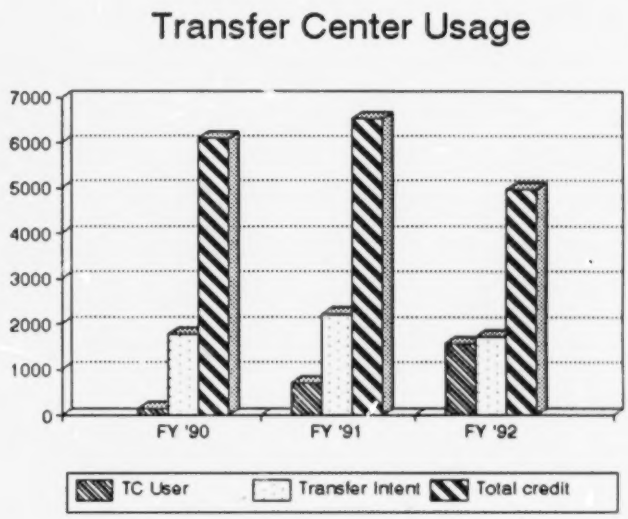
Graph 1.

Transfer Center Usage

	FY '90	FY '91	FY '92
TC User	155	709	1568
Transfer *	1772	2221	1722
Credit +	6111	6533	4978

* number of students who indicated the intent to transfer

+ total credit enrollment



As the chart demonstrates, Transfer Center usage by our students has risen dramatically since FY '90. Although total credit enrollment was down in Fall '92 as compared to FY 90 & 91, the percentage of credit students who indicated an intent to transfer increased from 29% in 1990 to 35% in 1992.

Chart one also shows that in FY '90, we serviced only 2.5% of the students enrolled in credit courses, by FY '92 we had managed to reach 32% of the credit students.

As previously indicated, our goal was to develop a pro-active marketing program that would increase minority student awareness of transfer as an option and increase their usage of the Transfer Center.

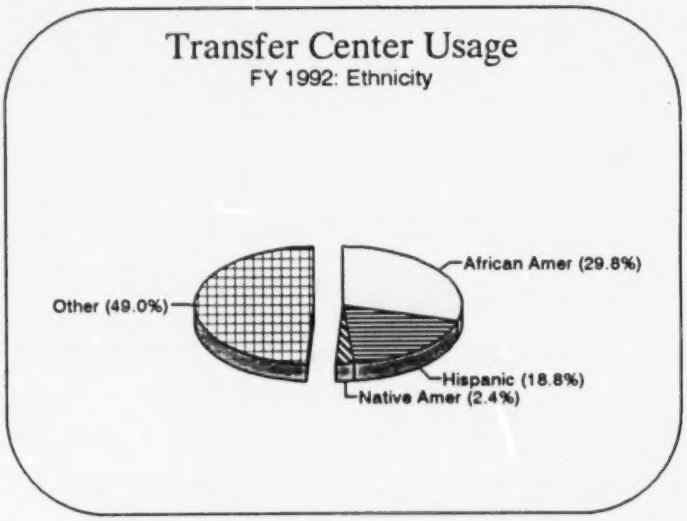
A demographic analysis of student usage data the first three years yields the following:

Graph 2.

Student Usage by Ethnicity *

	FY '90	FY '91	FY '92
African Amer	44	211	467
Hispanic	33	108	295
Native Amer	3	12	38
Other	75	378	768
Total	155	709	1568

* Unduplicated

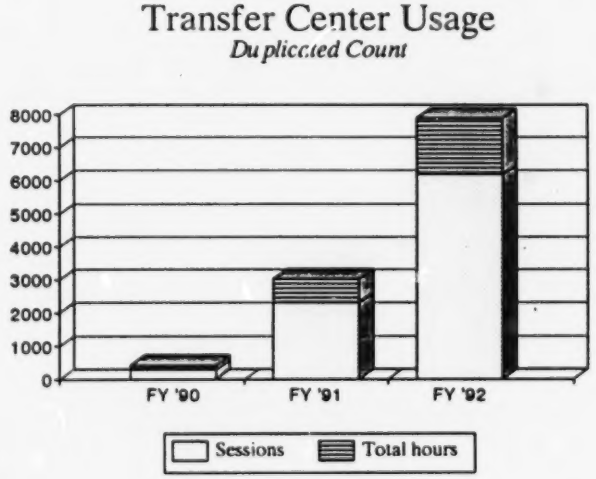


Graph #2 indicates that the three targeted minorities comprised 51% of our service recipients in FY '92. As a matter of comparison they made up 48.7% of the regular credit enrollment in Fall '92. (Afr.Amer.= 27.7%, Hisp.= 19.9%, Nat.Amer.= 1.1%)

Looking at the chart of unduplicated student usage, however, yields an incomplete picture of our marketing efforts. Last year (FY '92) over six thousand students used our services. The average TC user visited our office 4 times per year, fifteen minutes per visit.

Student Usage: Duplicated

Total	FY '90	FY '91	FY '92
Sessions	282	2301	6182
Hours	146	721	1710
Average			
Sessions	1.8	3.25	3.94
Hours	0.94	1.02	1.1



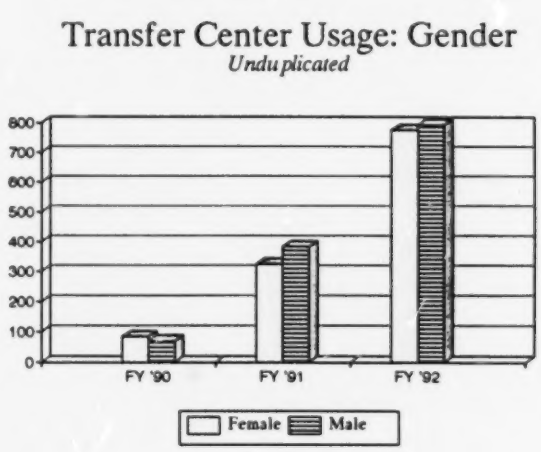
Graph 3.

Each year we have doubled the number of students we've served who make up our target populations. Given the recent cuts, however, in classes offered at our campus and as reflected by the decreased credit enrollments (Graph-1), we do not foresee the same annual growth in Transfer Center student usage this fiscal year. This will not preclude our continued efforts to reach our market.

If we break out data by gender, we can see that a balanced ratio has been maintained each year of our operation.

Student Usage: Gender

	FY '90	FY '91	FY '92
Female	85	325	775
Male	70	384	793
Total	155	709	1568



Graph 4.

In the process of developing our original strategic operating plan and in defining and clarifying our underlying mission, it became clear to us that balance would have to be a high priority in defining how we met our objectives.

Given Truman's uniquely diverse student body and the mandate to service three distinct populations (African-American, Hispanic and Native American) and corresponding sub-categories (Black males), we reviewed all marketing and outreach strategies we developed against our yardstick of balance. As the preceding graphs would tend to indicate, we were fairly successful in meeting our goal.

There was, however, one student category which we felt needed to be "unbalanced" and that was the freshman/sophomore status. We wanted to shift our focus of services to freshman, not sophomores.

Our experience has been that the sooner you reach a student with academic support, the better prepared they are to face the arduous task of successfully achieving their goal. During our first year of operation we saw many sophomore students who had 30 to 50 credit hours of coursework *beyond the transfer maximum* that would not be accepted by the receiving institution and which also ate into the students financial aid eligibility at the transfer institution.

This caused a peculiar dilemma in our office that first year. Being an annually funded grant program we were advised to "get good transfer numbers quickly so that you can be re-funded." The suggestion was made that if we cherry-picked our clients and focused on serving a very limited group of students (students with 40 or more credits and a 3.0/4.0 gpa who had already indicated an intent to transfer) we could then probably guarantee a high transfer rate of our Transfer Center users.

The problem with that suggestion is that once a program defines its mission and establishes an operating plan to implement its mission, it becomes very difficult to change the mission or operating plan at a future date. The suggestion also conflicted with what we felt was the intent of the original legislation and our grant: to motivate traditionally under-represented populations to consider transfer to a baccalaureate institution after attending Truman College.

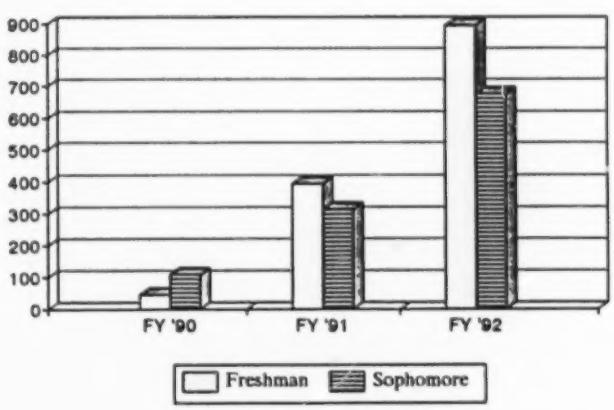
We chose not to limit our client-base and we felt that we needed to address the issue of students having too many credit hours. We had to reach the students as early as possible. We decided that preventive medicine *before* transfer was better that amputation after transfer. Toward that goal, clear, easy-to read and understand course articulation guides were developed and widely distributed on campus. Special mailings also went out to all credit students with less than 20 credit hours. We also spoke at all new student orientations each semester and volunteered to speak to the counseling classes each semester. As a result, we are now pleased to report a shift and an imbalance between the number of freshman and sophomores who have used our services.

We hope to see a decrease in the number of students who transfer with an unusually high number of credit hours.

Student Usage: Academic status
Unduplicated

Student Usage: Frosh/Soph

	FY '90	FY '91	FY '92
Freshman	45	396	892
Sophomore	110	313	676
Total	155	709	1568



Graph 5.

Transfer Rates:

Transfer data is incomplete at this date and the situation is due to the following factors beyond our control:

a) We are dependent upon the receiving institution for information regarding Truman transfers. Some institutions indicate they do not release any information as a matter of principle.

b) Due to student privacy laws, some institutions will simply relay the number of Truman students who transferred without any identifying demographic details.

c) If a student transfers out-of-state we have no current means to track it unless the student volunteers that fact to us.

d) The average Truman student takes 5.9 years to complete an Associates degree program due in part to the fact that they often interrupt their enrollment for a few semesters. It is possible that same pattern interrupts the transfer process. The student may leave Truman in May '91 but not transfer until Fall '93.

Given those disclaimers, we are able to provide some transfer data for FY '92. We wrote to 25 transfer institutions requesting transfer data and thirteen schools responded. In the Fall '92 semester, approximately 247 Truman students transferred and enrolled at baccalaureate degree institutions.

Graph 6.

Transfer Destination

		Cum	Average		Gender	
	Fall '92	Hrs *	Hrs	GPA*	F	M
DePaul Univ	9	621	69.0	2.8	6	3
DeVry Inst.	19	347	18.3	2.6	4	15
Elmhurst Col	3	110	36.7	3.2	1	2
Governor's St.	1	64	64.0	2.4	0	1
Il.Inst. of Tech.	15	1252	83.5	2.9	2	13
Lewis Univ.	3	107	35.7	3.5	1	2
Loyola Univ.	18	719	39.9	2.9	7	11
National-Louis	7	322	46.0	2.8	7	0
Northeastern IL.	70	4136	59.1	2.9	33	37
Roosevelt Univ.	16	868	54.3	2.9	8	7
Univ.of IL: Chicago	83	4341	52.3	3.2	35	48
Univ.of IL: Urbana	3	84	28.0	3.1	1	2
Total	247	12971	52.5		105	141

* Truman hours/GPA

Truman College
Transfer Center

TRANSFER CHECKLIST ✍

If you are planning to transfer to a university, please make sure that all your paperwork is in order. Use the following checklist to make certain you don't forget anything:

___ Meet with university admissions representative ✓

___ Verify transfer requirements (minimum GPA, transfer credits, etc). ✓

___ Get applications, catalog and brochures ✓

___ Verify application deadlines ✓

___ Visit the university Open House. Check out: Transportation, Housing, the Library, Counseling, Support Services, Tutoring and dormitories. ✓

___ Ask about financial aid, application deadlines, and special transfer or minority scholarships. ✓

___ Send the university your Truman transcript ✓

___ other: _____ ✓

The Transfer Center staff can help you negotiate the complex maze of paperwork required to transfer. Stop by our office in Room 1435 and just say "HELP!!!"

Transfer Express

TO: Advisory Board Members

Truman Transfer Center

From: R. Valencia

Director

Date: May 8, 1993

Re: Transfer Follow-Up

Our last memo included a short item about Truman students who transferred to the University of Illinois at Chicago in Fall '92. The data offered was incomplete. What follows is a fuller profile of all the community college students who transferred to and enrolled at UIC in the Fall '92 semester and is based on data released by the University of Illinois at an April 1st articulation meeting.

In Fall '92, 1,337 students from 48 Illinois community colleges transferred to UIC. Twenty-eight percent (374) of those new transfers were from the City Colleges of Chicago. The chart at the right (# 1) lists the top ten community colleges by the average transfer GPA. The grades the students took *into* UIC. The column to the right of that (UIC GPA) is their average GPA after one semester at UIC.

Truman ranked **seventh** in average transfer GPA to UIC statewide.

University of Illinois: Chicago

Summary of top ten community college GPA transfer schools: Fall '92 **

Chart # 1

	#	Transfer GPA	UIC GPA*
Montay College	1	4.52	3
Il. East CC: Wabash	1	4.25	3.23
Kishwaukee CC	5	4.23	4.31
Prarie State	19	4.21	3.44
Il.East CC: Olney	1	4.19	3.6
Kankakee CC	3	4.08	4.05
Truman College	83	4.04	3.61
McCormac	6	3.96	3.46
Moraine Valley	124	3.95	3.66
Waubonsee C.C.	13	3.95	4.03
total	256	(5.0 scale)	

** Forty eight total community colleges

University of Illinois: Chicago

Summary of CCC transfers from Fall '92

Chart # 2

	#	Transfer GPA	UIC GPA*
Truman	83	4.04	3.61
City-Wide College	4	3.94	3.74
Malcolm X	15	3.87	2.58
Washington	105	3.86	3.46
Wright	78	3.85	3.27
Daley	68	3.84	3.27
Kennedy-King	6	3.8	2.55
Olive-Harvey	15	3.77	2.6
total	374	(5.0 scale)	

* Average GPA at end of Fall '92 semester

Truman College Transfer Center
R. Valencia, Director

Chart # 2 lists the eight City College of Chicago campuses by average transfer GPA. A total of 374 CCC students transferred to UIC in the Fall '92 semester and eighty-three (22%) were from Truman College. The Truman students had the highest average GPA (4.04) and after one semester at UIC their average GPA was 3.61, second only to CCWC which had a much smaller student base.

Personal commentary: All too often Truman College is overlooked for its accomplishments with a diverse student body that is both economically and academically disadvantaged, and often times linguistically challenged by possessing a native tongue other than English. The data presented to you here is only meant confirm what many of us already knew, our students are succeeding and we *are* doing a good job!

Truman College Transfer Center

Transfer Destination — *Cost Analysis* *

	Fall '92	Cum Hrs	Avg Hrs	Tuition Cost per credit hr *	University Cost	Truman Cost	Average Saving	Total Savings
DePaul Univ	9	621	69.0	$208.0	$14,352	$2,174	$12,179	$109,607
DeVry Inst.	19	347	18.3	$175.0	$3,196	$575	$2,621	$49,795
Elmhurst Col	3	110	36.7	$266.0	$9,753	$1,155	$8,598	$25,795
Governor's St.	1	64	64.0	$77.0	$4,928	$2,016	$2,912	$2,912
Il.Inst. of Tech.	15	1252	83.5	$430.0	$35,891	$2,629	$33,261	$498,922
Lewis Univ.	3	107	35.7	$316.0	$11,271	$1,124	$10,147	$30,442
Loyola Univ.	18	719	39.9	$255.0	$10,186	$1,258	$8,928	$160,696
National-Louis	7	322	46.0	$190.0	$8,740	$1,449	$7,291	$51.037
Northeastern IL.	70	4136	59.1	$77.0	$4,550	$1,861	$2,688	$188,188
Roosevelt Univ.	16	868	54.3	$274.0	$14,865	$1,709	$13,156	$210,490
Univ.of IL: Chicago	83	4341	52.3	$116.0	$6,067	$1,647	$4,419	$366,815
Univ.of IL: Urbana	3	84	28.0	$104.0	$2,912	$882	$2,030	$6,090
Total	247	12971	52.5					$1,700,788

* This is based on May '93 telephone survey and uses 1993 cost data.

R. Valencia, Director

FY '92 Transfer Data/Cost Analysis

The Truman Transfer Center requested data regarding transfer rates back in October of 1992. The 12 schools listed in Chart # 3 responded. They reported that a total of two hundred and forty-seven Truman students enrolled at their institutions in September. Our office used that data and backtracked the students history at Truman so that we could develop a profile.

Starting from the left, Column 1 lists the receiving institutions, Column 2 (Fall '92), indicates the students who transferred to each institution, Column 3 is the total hours those students took at the City Colleges of Chicago and Column 4 is the average (#2 divided by #3). The *Tuition cost* column is based on information gathered from from a phone survey, is subject to change and is only being used to provide a rough estimate of cost savings.

Column 5, University cost, is based on the average hours (#4) times university tuition cost (#5). Column 6 is based on average hours (#4) times $31.50 the tuition cost of those semester hours. The average savings (#8) is the difference the "average student" saved by taking those classes here before transfer. The last column is the estimated total savings generated.

The bottom of that column is the projected total savings generated by those two hundred and forty-seven Truman students. That amount, **$ 1,700,788.** represents a tremendous savings. Given that approximately 55% of our students receive financial aid, we feel that we have made a substantial impact in reducing the debt burden those students would have had via the accumulation of student loans.

R. Valencia, Director May, 1993